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|  | **EDU 601 Theoretical Foundations of Reading Instruction**  **Assignment Sheet** |
| **Session 1**  **August 27** | *First day of class. No assignment.* |
| **Sept. 3** | **NO CLASS LABOR DAY HOLIDAY** |
| **Session 2**  **September**  **10** | *\*Chapter 2, pp. 32-55 Read the chapter; thoroughly define bottom-up, top-down, and interactive beliefs about reading;*  *give an example of an instructional activity that exemplifies each reading model*  *Explain the meaning of* ***instructional scaffolding*** *(p. 49) and* ***explicit strategy instruction*** *(p. 49)*  *Write 1 question for class discussion based on the information in Chapter 2.*  ***\*NOTE: All chapter assignments must be one full, typed page. Your discussion question should be included on the page. Assignments will be collected each class following group discussions.*** |
| **Session 3**  **September 17** | *\*Chapter 3, pp. 56-91 Read the chapter; create a 3-column table that lists terminology associated with diversity, definitions, and personal experience or reaction to the concept (p. 61); and write 1 question for discussion.*  *Example of 3-column table:*   |  |  |  | | --- | --- | --- | | Term | Definition | Personal Reaction | | At risk | Students who are considered to have a greater than usual chance of developing a disability | I believe that At Risk students need one-on-one instruction to accelerate their progress |   ***\*Due: Personal Literacy History writing assignment*** |
| **Session 4**  **September 24** | *\*Chapter 4, pp. 92-121 Read chapter 4; explain the phases of literacy development selecting the most salient information given, pp. 95-96; create a 3-column table to explain the 5 essential activities for families to use with young children; and write 1 question.*  *Example of 3-column table:*   |  |  |  | | --- | --- | --- | | *Essential* | *Value* | *Activity* | | *Talking* | *Critical to language development* | *Engage your child in conversations throughout the day* |   ***NOTE: All chapter assignments must be one full, typed page. Your discussion question should be included on the page. Assignments will be collected each class following group discussions.*** |
| **Session 5**  **October 1** | *\*Chapter 5, pp. 122-159 Read chapter 5; briefly define or describe the following terms and concepts:* ***big books (pp. 126-128), interactive reading and writing (pp. 129-134), uses of written language (pp. 134-138), language-experience stories (pp. 138-141), linguistic awareness (pp. 142-143), Concepts About Print (p. 143), Observing Children’s Emerging Literacy Accomplishments (pp. 143-145), Phonemic Awareness (pp. 146 and 148-156), Letter Recognition (pp. 147-148)****; write 1 question.*  ***NOTE: All chapter assignments must be one full, typed page. Your discussion question should be included on the page. Assignments will be collected each class following group discussions.*** |
| **Session 6**  **October 8** | *\*Chapter 6, pp.160-198 Read chapter 6; briefly define the following terms:* ***high-stakes testing*** *(164-165)****, authentic testing*** *(165-166),* ***standardized tests*** *(169)****, norm-referenced tests*** *(169)****, diagnostic test*** *(171),* ***criterion-referenced tests*** *(172, 432),* ***informal reading inventories*** *173-174)****, running records*** *(181)****, portfolio assessment*** *(186),* ***kidwatching*** *(193); write 1 question.*  ***Theorist Presentations Due as per Sign-up Sheet*** |
| **Session 7**  **October 15** | *\*Chapter 7, pp.199-245 Read chapter 7; Briefly describe the 5 guidelines for contemporary phonics instruction (213-215) and explain 5 of the strategies for teaching phonics (215-228)****☺****; write 1 question.*  ***Theorist Presentations Due as per Sign-up Sheet*** |
| **Session 8**  **October 22** | *\*Chapter 8, pp.246-275 Read chapter 8; briefly describe or define* ***automaticity*** *(250 and glossary)****, predictable texts*** *(251-252),* ***repeated readings*** *(252, 254-255),* ***paired repeated readings*** *(255-256),* ***automated reading*** *(257-258),* ***choral reading*** *(258-260),* ***Reader’s Theater*** *(260-264)****poor, fair, and good reading fluency*** *(268) summarize****☺****; and write 1 question.*  ***Theorist Presentations Due as per Sign-up Sheet*** |
| **Session 9**  **October 29** | *\*Chapter 9, pp.276-309 Read chapter 9; identify the 6 principles to guide vocabulary instruction and give a teaching example for each showing how the principle would look in practice (285-290)****☺****; and write 1 question.*  ***Theorist Presentations Due as per Sign-up Sheet*** |
| **Session 10**  **November 5** | *\*Chapter 10, pp.310-349 Read chapter 10; define* ***scaffolded instruction*** *(313) and explain any 3 comprehension strategies from textbook pages 313-343; write 1 question.*  ***Theorist Presentations Due as per Sign-up Sheet*** |
| **Session 11**  **November 12** | *\*Chapters 11, pp. 350-387 Read chapter 11; Record the 8 suggestions for encouraging writing on pages 355-356. For each suggestion give a specific behavior or activity that you could use to accomplish the goal; write 1 question*  *Example for written assignment:*  *1. Use students’ experiences, and encourage them to write about things that are relevant to their interests and needs.*  *Activity – Read the poem “Where I’m From” by George Ella Lyon. Model the writing of a stanza about your own background and memories. Have students create a similar poem based on their own experiences.*  *\*****Diversity lesson plan due*** |
| **Nov. 19** | **NO CLASS THANKSGIVING RECESS** |
| **Session 12**  **November 26** | *\*Chapter 12, pp. 388-423 Read chapter 12; go to* [*http://www.storyline.net*](http://www.storyline.net) *and select the story “To Be a Drum”. Listen to the entire story. Then respond to the story using the roles of DISCUSSION DIRECTOR, LITERARY LUMINARY, CONNECTOR, and ILLUSTRATOR as explained on p. 410; write**1 question.*  *Example for written assignment:*  *DISCUSSION DIRECTOR*  *Why did Mat, Martha, and Daddy Wes put their ears to the ground at the end of the story?* |
| **Session 13**  **December 3** | *\*Chapter 13, pp. 424-453 Read chapter 13; Briefly explain the components found in most basal series: readiness program, beginning reading, strategy lessons, comprehension strand, language arts, management, assessment on pages 428-433; write 1 question.*  ***Computer-based Activity Due on WikiSpace***  **Final Exam** |